DOCUMENT RESUME

ED 021 371 EC 002 389

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Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Mar 68

Note- 6p.

Journal Cit- Wisconsin Department of Public Instruction Bureau Memorandum; v9 n3 p14-19 Mar 1968

EDRS Price MF-$0.25 HC-$0.32

Descriptors- *AURALLY HANDICAPPED, CHILDREN, DEAF, DEMONSTRATION PROGRAMS, EDUCATIONAL OBJECTIVES, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *MULTIPLY HANDICAPPED, PILOT PROJECTS, PROGRAM ADMINISTRATION, PROGRAM DESCRIPTIONS, *PROGRAM PLANNING, PROGRAM PROPOSALS

A pilot program to meet the needs of mentally retarded deaf children is proposed by two Wisconsin schools. The rationale for the program and the summary statement from a 3-day workshop which met to consider a possible program are given. The purpose of the proposed program is to demonstrate the feasibility of removing, at least for a time, deaf retarded children from classes for the deaf of normal intelligence and from classes of mentally retarded hearing children. The proposal specifies short range procedures for 1967-68, including identification of students and criteria for admission. Intermediate range procedures for 1968-69 outlined are limitation of class size, children to participate, staff, facilities, equipment, curriculum, parent involvement, reporting, evaluation, funding possibilities, and projected cost. A long range program is also considered in terms of facilities, teacher certification, diagnostic procedures, and state guidelines. Survey data on incidence and diagram of the program's administrative structure are provided. A bibliography lists seven items. (GD)

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A PROPOSAL FOR A PILOT PROGRAM TO MEET THE NEEDS OF THE MENTALLY RETARDED DEAF

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Hearing is probably the most important sensory function for developing communication skills and hence for gaining knowledge that a child possesses. Given a mental potential within normal limits but deprived of hearing from birth, or prelingually, a deaf child will do extremely well to maintain an educational leg of no more than three years. That this is a conservative estimate has been well documented by research studies. Since this is true, and if we accept the conclusions of studies by Brill and Leenhouts, the I.Q. of deaf children when interpreted into potential for academic performance is depressed approximately 15 to 20 points. (Brill, 1962; Leenhouts, 1964) In other words, a deaf child with an I.Q. of 95 compares in achievement potential to the hearing child of 75.

It is, therefore, obvious that when low mentality is superimposed on early profound and severe deafness or vice versa, the educational problems are compounded.

A survey conducted by the Bureau for Handicapped Children of the State of Wisconsin near the end of the 1967 school year indicated that there are approximately 100 of these multiple handicapped children with I.Q.'s between 40 to 85 enrolled in classes for the deaf in Wisconsin. This includes the day classes and the Wisconsin School for the Deaf at Delavan. This approximation does not include at least six children at the Walworth County Special School, Elkhorn with impaired hearing, nor does it include deaf children in the colonies nor those receiving inappropriate services in other kinds of classes. This means that more than 10% of the deaf children in Wisconsin must be considered mentally retarded as far as potential for school achievement is concerned. Some of this group, possibly 15% of the retarded group, would be classified as trainable.

Because of the depressed I.Q. for achievement potential, the greater number of these retarded deaf children function at the trainable level in most aspects of a school program. They have great difficulty achieving communication skills of any kind, oral or manual, and seldom achieve at more than pre-academic reading levels. Many of them never go beyond word association skills.

Problem of placement arise because of age ranges. Mentally retarded deaf children require an excessive amount of the teacher's time when they are placed with deaf children of normal intelligence whose learning problems are overwhelmingly complicated without the additional burden of mentally retarded deaf children in their classes.

Teachers of the deaf have not been trained to cope with this dual handicap any more than teachers of non-handicapped children are prepared to teach the mentally retarded without special training.

Most vocational programs in the day school settings and that at the Wisconsin School for the Deaf involve the use of complex equipment requiring language and arithmetic skills, as well as manual skills, beyond the abilities of these children.

In the residential school the retarded child is generally a serious misfit in the dormitories. He is often picked on and requires an unproportionate amount of time from the houseparent who should be devoting this time to normal deaf children whose needs for a "home away from home" are demanding enough in themselves.

Mentally retarded deaf children need a drastically modified curriculum which stresses social development, limited academic skills, communication skills and basic training in job skills.

It is felt that these children identified in the recent Bureau for Handicapped Children survey are not receiving appropriate educational services in classes for deaf

EC 002 389

children of normal intelligence and a few of them are apparently not being served whatsoever. There are a few whom the survey indicated had been, or were being dropped from existing programs for the deaf. This happens during each school year, leaving bewildered parents wondering where to turn next. Teachers of trainable mentally retarded and educable mentally retarded classes and personnel in the colonies where these children may eventually end up claim that they know nothing about coping with deaf children.

Cognizant of the above problems, parental and community pressures, and the attorney general's recent ruling that "each school district shall be responsible for all handicapped children between the ages of four and twenty," the Bureau for Handicapped Children sponsored a three day workshop funded by P.L. 89-10, Title V in May 1967 at the Wisconsin School for the deaf for the purpose of investigating a possible program for the mentally retarded deaf in Wisconsin. The 27 participants and consultants represented areas of both deaf and mental retardation and included university personnel, state level administrators, school administrators and teachers. The three day discussion and study at this workshop were profitable, not so much in respect to actual results accomplished or plans delineated as in bringing together several levels of personnel from both disciplines, i.e., the area of mental retardation and the area of the deaf thus acquainting each other with mutual problems. Problems were defined resulting in some cross fertilization of ideas. Criteria for identification was outlined and possible programs discussed.

The "Summary Statement" of the workshop is quoted here as background for the proposal which the writers are submitting.

> "There is need for further intensive study of Title money to determine which schools and facilities are eligible for what specific funds."
>
> "There should be a high level administrative meeting of the various agencies represented at the workshop to clarify certain unanswered questions such as: use of portable classrooms, admittance procedures for children to possible programs at the colonies, acquisition of teachers and/or aides - certification."
>
> "Vocational Rehabilitation funds are definitely available for programs involving deaf retarded youngsters over 15 years of age."
>
> "It was suggested that a committee begin an investigation now to attempt to locate trained personnel for a beginning program for the deaf retarded in Wisconsin."
>
> "It was also suggested that a coordinator be hired to coordinate and intensify our efforts to establish a program for the deaf retarded."
>
> "There are several known school aged retarded deaf children who are currently not enrolled in any educational program. There are also several retarded deaf children in existing educational programs for the deaf or for the retarded whose needs are not being met."
>
> "If at all possible, we should aim for a pilot program somewhere in the state for the 1967-68 school year utilizing knowledge and personnel from the fields of education of the deaf and education of the retarded."

With full awareness that many of the questions raised by the workshop participants have not been resolved and that specific suggestions and information compiled in this investigation have not as yet been acted upon, the writers have attempted to carry out the somewhat permissive directive to set up "a pilot program somewhere in the state for the school year 1967-68" utilizing knowledge and personnel from the fields of education of the deaf and education of the retarded by outlining a pilot program to be implemented in part within the school year 1967-68.

In as much as the Wisconsin School for the Deaf and the Walworth County Special School are conveniently located geographically for collaboration on such a project the Bureau for Handicapped Children, the Handicapped Children's Education Board and the administrative personnel of the two schools have agreed to work on such a pilot program.

I. Objectives:

The purpose of this proposal is to demonstrate the feasibility of removing, at least for a time, deaf retarded children from classes for the deaf of normal intelligence and from classes of mentally retarded hearing children in order that the problem arising from the combination of deafness plus retardation may be alleviated. It is necessary to separate deaf retardates in so far as possible because neither of the present programs meet their needs.

It is believed that a pilot program cooperatively established and administered by the Walworth County Special School and the Wisconsin School for the Deaf through the Bureau for Handicapped Children would provide the appropriate educational program for this population.

Should the results show evidence of success, the proposal could be used as a design to develop long range programs of similar nature in other communities or a single, separate unit at some strategic loca-

tion in conjunction with a teacher training and/or research center.

II. Short Range Procedures (1967-1968)

A. In-Service Training

It is the general consensus that because there is currently no dual certification in the area of deaf retarded children, it is imperative that an intensive in-service program be conducted between the two aforementioned schools, i.e., staff to be involved in the program would spend at least one-half day per week for nine weeks observing in the cooperating schools to acquaint themselves thoroughly with the two programs.

Upon completion of the observation period, staff members would meet periodically with the administration of both schools to develop a tentative curriculum appropriate for the children selected to participate in the pilot program. The curriculum will determine the staff to be involved, i.e., academic, physical education, vocational and enrichment areas.

B. Identification of Students

Participants for the pilot program will be selected from the Bureau for Handicapped Children survey group. The procedure for identification would include utilization of resource personnel from the two schools in the following ways:

1. Clinical Evaluation and Staffing
   a. Psychological re-evaluation and interpretations
   b. Audiological testing and interpretations
2. Medical
   a. Otologic
   b. General
   c. Neurological

C. Criteria for Admission
1. Teacher referral for children not achieving in the present school enviroment
2. I.Q. range 40-85
3. Hearing impairment sufficiently severe to prevent progress in the conventional school setting
4. Self care
   a. Eating
   b. Dressing
   c. Toilet trained
   d. Personal Hygiene
5. Nine week trial period

III. Intermediate Range Procedures (1968-1969)

A. Limitations
1. One class with 4-6 children—primary level

B. Children to Participate
1. Those meeting criteria for admission standards
2. From either or both schools

C. Staff
1. One full time teacher from Walworth County Special School
2. One full time teacher from the Wisconsin School for the Deaf
3. Special service areas
   a. Physical education part time services from both schools
   b. Crafts and art part time services from both schools
   c. Music from Walworth County Special School
   d. Rhythmics from the Wisconsin School for the Deaf
   e. Speech clinicians from both schools
   f. Psychological services from both schools
   g. Audiological services from the Wisconsin School for the Deaf
4. Child care counselors added to staff at the Wisconsin School for the Deaf
   a. One or two depending upon sex of children

D. Facilities
1. One classroom either at Walworth County Special School or the Wisconsin School for the Deaf depending on availability
2. One or two dormitory rooms at the Wisconsin School for the Deaf
3. Transportation to instructional unit
4. Swimming pools, gymnasiums, dining rooms and playgrounds of both schools

E. Equipment
1. Auditory Training Unit (depending on needs of children selected)
2. Audio-visual equipment (available from one or both schools)
   a. Screens
   b. Projectors
   c. Filmstrips
   d. Captioned films
   e. Transparencies
3. Instructional materials (available from one or both schools)

F. Curriculum
1. As developed during in-service year
2. Continuous evaluation and revision during this year
3. Develop a Bibliography and curriculum library
4. Special emphasis on communication skills appropriate to child's needs and abilities
   a. Speech
   b. Lip-reading
   c. Manual
      1) Signs
      2) Fingerspelling
   d. Written
   e. Reading
5. Teaching Techniques and Strategies
   a. Electric
      1) Programmed learning
      2) Operant conditioning
      3) Motoric and perceptual training
      4) Movi-genic curriculum
      5) "Natural Language" approach
      6) Fitzgerald Key
      7) Structured curriculum
      8) Allot for flexibility in program

G. Parent Involvement
1. Acquaint parents with the pilot program, its purpose and both schools
2. Encourage participation in both Walworth County Association for Retarded Children and Parent-Teacher-Counselor Association
3. Volunteer help from parents
   a. Assist with educational trips
   b. Include on planning committees
   c. Publicize program
   d. Transportation
   e. Conduct drives
   f. Recruitment of teachers for this special area

H. Reporting
1. Progress reports to parents in conjunction. with teacher-parent conferences and/or other staff
2. Complete cummulative records
   a. Social history
   b. Medical history
   c. Pre-admittance school history and data
   d. Psychological data
   e. Audiological data
   f. Current school achievement
   g. Attendance
   h. Teacher evaluations

I. Evaluation
1. Objective testing applicable to enrollee
   a. Vineland
   b. Leiter, Ontario, WIPSI
   c. Frostig Tests
   d. Draw-a-Man
2. Teacher Evaluations
3. Parent evaluations
4. Staff observations
5. Effect of this pilot program on the total programs of the two schools
   a. Attitudes of staff and children
   b. Attitudes of community
   c. Improved instructional techniques

J. Funding Possibilities
1. ESEA (Title I or Title VI)
   a. Co-funding from 89-313 and 89-750
2. State
3. County

K. Projected Cost

1. Two teachers	$7,000.00	$14,000.00
2. Two child care counselors	4,500.00	9,000.00
3. Auditory Training Unit	3,000.00	3,000.00
4. Transportation of children and travel for staff		
		$27,000.00

IV. Long Range Program

After careful assessment of the first and second years of the pilot program by the Bureau for Handicapped Children and staff involved from the Wisconsin School for the Deaf and Walworth County Special School, guidelines will hopefully be formulated for a long range program for the mentally retarded deaf in Wisconsin.

Considerations foreseen at this time for a possible long range program might be:

A. Types of Facilities
1. A separate self-contained residential-educational laboratory unit strategically located near a teacher-training institution or research center
2. Mobile classroom units located in various accessible geographic locations in conjunction with special education classes
3. Rent residential or vacated school facilities with converted classrooms in various geographical areas in conjunction with special education classes.

B. Establishment of teacher certification for the mentally retarded deaf
C. Refinement of diagnostic procedures
D. Establishment of definite guide lines for mentally retarded deaf programs in the state

Conclusion: We have endeavored to define an existing problem in the area of special education, namely, meeting the needs of mentally retarded deaf children.

Limitations in staff and facilities at both the Walworth County Special School and the Wisconsin School for the Deaf prevent a full scale short range pilot program from being undertaken in depth for the coming school year (1967-68). However, in-service training of staff, identification and evaluation of students who will be considered for the program and curriculum development will be initiated during the ensuing year progressing to an intermediate pilot program which after thorough evaluation hopefully will lead to a long range program for mentally retarded deaf children in the State of Wisconsin.

If this pilot proposal is considered worthy of application for federal funding by the advisory committee for Title VI and/or the Bureau for Handicapped Children, we will seek explicit advice in re-writing and revising the project.

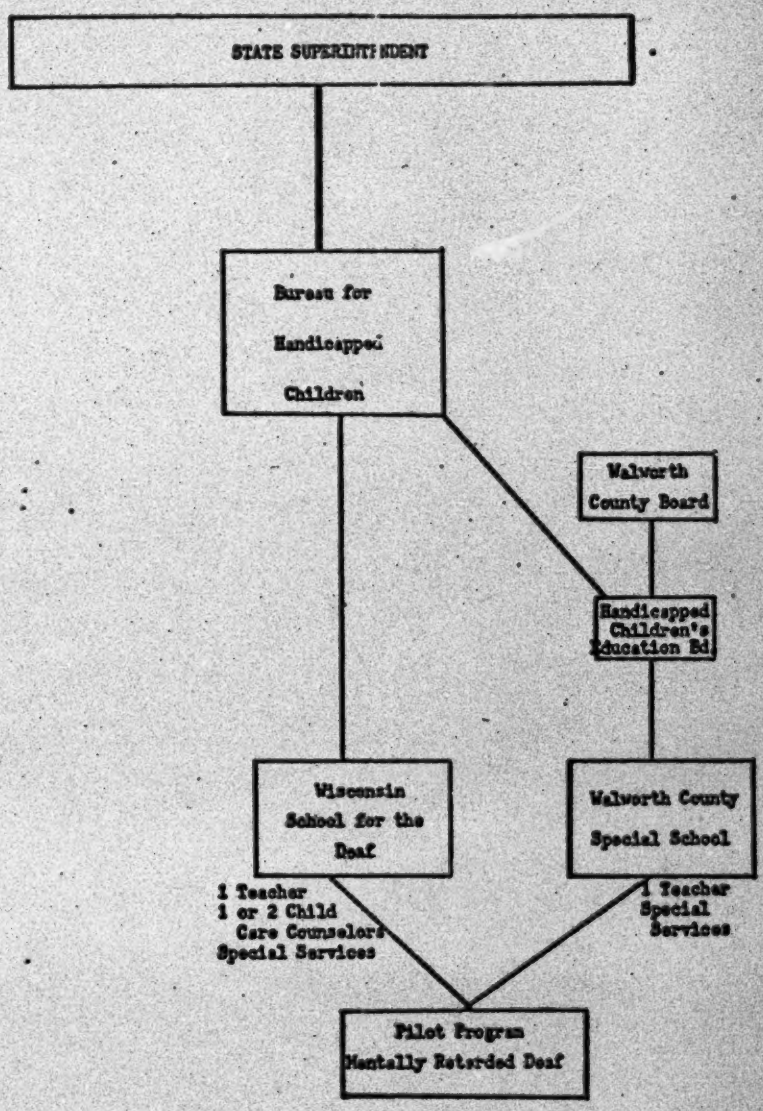
ON WISCONSIN!

FIGURE I

BUREAU FOR HANDICAPPED CHILDREN SURVEY

		85-60 I.Q.	60-40 I.Q.
Eau Claire	(no reply)		
Green Bay		9	
Kenosha	(no reply)		
La Crosse		1	
Madison	(no reply)		
Milwaukee			
John Marshall		10	
Oklahoma		6	1 (?)
Gaenslen			5
Neeskara		20	3 (?)
Oshkosh		4	
Racine	(no reply)		
Shorewood	(no reply)		
Stevens Point	(no reply)		
Superior	(no reply)		
Wausau		1	1 (?)
Walworth County Special School		3	3
Wisconsin School for the Deaf		19	
		73	13

Estimate twenty or more children would be found in the schools not replying.



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